

ON LOAN.

Parents' National Educational Union.

A Liberal Education for All.

THE PRACTICAL WORKING

Particulars of the Parents' Union
School and the House of Education
as directed by the Ambleside Council
appointed by the Will of
Charlotte M. Mason.

*It is requested that this pamphlet be returned after reading
to the General Secretary, Parents' National Educational Union,
26, Victoria Street, S.W. 1.*

Please return by _____

PARENTS' NATIONAL EDUCATIONAL UNION
(Founded 1888. Incorporated 1921.)
26, VICTORIA STREET, LONDON,
S.W. 1.
1933.

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Parents' National Educational Union.

FOUNDED 1888.

INCORPORATED 1921.

Founder—MISS CHARLOTTE M. MASON.

Presidents—

THE MOST HON. THE MARQUESS AND MARCHIONESS OF ABERDEEN AND
TEMAIR.

Chairman of the Executive Committee—THE REV. H. COSTLEY-WHITE, D.D.

Hon. Treasurer—COL. THE HON. DOUGLAS CARNEGIE.

Hon. Sec.—THE HON. MRS. FRANKLIN.

General Secretary—MISS WHYTE.

Org. Secretary—MISS PENNETHORNE.

Central Office—26, VICTORIA STREET, S.W.1.

The Parents' National Educational Union was founded in 1888 in response to a demand from thoughtful parents who desired to know how to give intelligent supervision and guidance to the development of their children's whole nature—physical, mental, moral and spiritual.

Its objects are:—(a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, those which concern the formation of character, as well as actual methods of teaching. (b) To create a better public feeling on the subject of the training of children, and, with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education by harmonizing home and school training.

The Union aims at giving opportunities for the study of educational problems; and being a meeting ground for intercourse between parents, teachers, and all who are interested in Education. It offers to its members a theory and practice of Education (evolved by Miss Mason) which are found to be most successful both in families and schools of every grade. Among its Central Principles is that a religious basis of work be maintained.

The Parents' Union School. This correspondence school was devised in 1890 for introducing regular work and school training into Home Schoolrooms. Children are classified according to their powers. A Time-Table and Syllabus of work is set for each term in six Forms (ages, six to eighteen) and at the end of the term the pupils receive Examination papers, on which the work done by each child is tested. The distinctive curriculum of the Parents' Union School offers to the pupils a liberal education and gives them an opportunity of establishing relations with living ideas through the study of many great books as well as through nature, art, music, science and handicrafts. Many hundreds of Home Schoolrooms all over the world, a large number of Secondary Schools and some hundreds of public Elementary Schools are now following the Parents' Union School programmes.

The House of Education, Ambleside. A secondary Training College (started 1891) for teachers in families, classes and schools, working in the Parents' Union School. The interest felt in the House of Education is widespread and the demand for teachers trained there exceeds the supply.

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Parents' National Educational Union.

FOUNDED 1888.

INCORPORATED 1921.

We wish to become Members of the Parents' National Educational Union, subject to your Memorandum and Articles of Association, and herewith enclose 15s. 6d. Kindly furnish us with all information concerning the Branch or Area Organisation (if any) in our district.

Names

(Mr. and Mrs.) (Please insert correct form of address.)

Address

The Subscription (which includes both members of the household) is 15s. 6d. per annum.

The advantages offered to Members are:—

A monthly copy of the *Parents' Review*.

Opportunity for co-operation and consultation between parents and teachers, who meet here on the same ground.

Opportunity to attend such natural history excursions, reading circles, P.U.S. classes, music appreciation classes, Shakespeare readings, study circles, etc., as may be arranged in the neighbourhood.

The use of the large library of educational works which is kept at the Central Office.

P.N.E.U. Reading Course for young mothers and older girls; this is open to members.

A leaflet suggesting occupations for children under school age. Free to members of the P.N.E.U.

The Parents' Union School; this is open to members on payment of special school fees.

Parents whose children are working in P.N.E.U. Schools become members of the Parents' Union School at a reduced fee.

The House of Education. A Secondary Training College for teachers in families, classes and schools working in the Parents' Union School.

Membership is not confined to parents, all interested in education may join.

Copies of the Memorandum and Articles of Association can be held by those who require them from the Central Office (price 1s.).

All further particulars can be had from the General Secretary, P.N.E.U., 26, Victoria Street, London, S.W.1.

Office open—10 a.m. to 1 p.m., 2 p.m. to 4 p.m., except Saturdays. (Telephone 0479 Victoria.)

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A SHORT SYNOPSIS.

OF THE

EDUCATIONAL PHILOSOPHY ADVANCED BY THE
FOUNDER OF THE
PARENTS' NATIONAL EDUCATIONAL UNION.

"No sooner doth the truth . . . come into the soul's sight, but the soul knows her to be her first and old acquaintance."

"The consequence of truth is great; therefore the judgment of it must not be negligent."

IN so far as we hold and profess what is known as P.N.E.U. thought, three duties are before us: (a) To give earnest study to the mastery of the principles of our educational philosophy*; (b) Having mastered these, to apply them; (c) To make them known. Here follows a short summary of our principles, but it must be remembered that a knowledge of these formulæ is by no means a knowledge of the principles they aim at summing up.

1. Children are born *persons*.
2. They are not born either good or bad, but with possibilities for good and for evil.
3. The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental; but,—
4. These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by the direct use of fear or love, suggestion or influence, or by undue play upon any one natural desire.
5. Therefore, we are limited to three educational instruments —the atmosphere of environment, the discipline of habit,

* These are set forth at length in the five volumes of the *Home Education Series*, by Miss Charlotte M. Mason, and in her last volume, *An Essay towards a Philosophy of Education*, all obtainable from the P.N.E.U. Office, 26, Victoria Street, London, S.W.1. The *Home Education Series* is so called from the title of the first volume and not as dealing wholly or principally with 'Home' as opposed to 'School' Education.

and the presentation of living ideas. The P.N.E.U. Motto is: "Education is an atmosphere, a discipline, and a life."

6. When we say that "*education is an atmosphere*," we do not mean that a child should be isolated in what may be called a "child-environment" especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It stultifies a child to bring down his world to the "child's" level.
7. By "*education is a discipline*," we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or of body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, *i.e.*, to our habits.
8. In saying that "*education is a life*," the need of intellectual and moral as well as of physical sustenance is implied. The mind feeds on ideas, and therefore children should have a generous curriculum.
9. We hold that the child's mind is no mere *sac* to hold ideas; but is rather, if the figure may be allowed, a spiritual *organism*, with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal; and which it can digest and assimilate as the body does foodstuffs.
10. Such a doctrine as *e.g.* the Herbartian, that the mind is a receptacle, lays the stress of Education (the preparation of knowledge in enticing morsels duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teacher's axiom is "what a child learns matters less than how he learns it."
11. But we, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that,—
12. "*Education is the Science of Relations*," that is, that a child has natural relations with a vast number of things and thoughts; so we train him upon physical exercises, nature lore, handicrafts, science and art, and upon *many living*

books, for we know that our business is not to teach him all about anything, but to help him to make valid as many as may be of,—

"Those first-born affinities
That fit our new existence to existing things."

13. In devising a SYLLABUS for a normal child, of whatever social class, three points must be considered:—
 - (a) He requires *much* knowledge, for the mind needs sufficient food as much as does the body.
 - (b) The knowledge should be various, for sameness in mental diet does not create appetite (*i.e.* curiosity).
 - (c) Knowledge should be communicated in well-chosen language, because his attention responds naturally to what is conveyed in literary form.
14. As knowledge is not assimilated until it is reproduced, children should "tell back" after a single reading or hearing: or should write on some part of what they have read.
15. A *single reading* is insisted on, because children have naturally great power of attention; but this force is dissipated by the re-reading of passages, and also, by questioning, summarising and the like.

Acting upon these and some other points in the behaviour of mind, we find that *the educability of children is enormously greater than has hitherto been supposed*, and is but little dependent on such circumstances as heredity and environment.

Nor is the accuracy of this statement limited to clever children or to children of the educated classes: thousands of children in Elementary Schools respond freely to this method, which is based on the *behaviour of mind*.
16. There are two guides to moral and intellectual self-management to offer to children, which we may call "the way of the will" and "the way of the reason."
17. *The way of the will*: Children should be taught (a) to distinguish between "I want" and "I will." (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will. (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting. (d) That after a little rest in this way, the will returns to its work with new vigour. (This adjunct of the will is familiar to us as *diversion*, whose

office it is to ease us for a time from will effort, that we may "will" again with added power. The use of *suggestion* as an aid to the will is to be deprecated, as tending to stultify and stereotype character. It would seem that spontaneity is a condition of development, and that human nature needs the discipline of failure as well as of success).

18. *The way of the reason*: We teach children, too, not to "lean (too confidently) to their own understanding;" because the function of reason is to give logical demonstration (a) of mathematical truth, (b) of an initial idea, accepted by the will. In the former case, reason is, practically, an infallible guide, but in the latter, it is not always a safe one; for whether that idea be right or wrong, reason will confirm it by irrefragable proofs.
19. Therefore, children should be taught, as they become mature enough to understand such teaching, that the chief responsibility which rests on them as *persons* is the acceptance or rejection of ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These principles should save children from some of the loose thinking and heedless action which cause most of us to live at a lower level than we need.
20. We allow no separation to grow up between the intellectual and "spiritual" life of children, but teach them that the divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

D.

The Parents' Union School*

AMBLESIDE.

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet).

Motto: "I am, I can, I ought, I will."

Founded in 1890 by Miss Charlotte M. Mason, Principal till 1923.

Director:

MISS E. KITCHING.

Secretary:

MISS M. GLADDING.

Staff:

MISS M. S. W. MARSDEN, MRS. W. STEPHENS, MISS V. JAMESON.

The children's papers are reported upon by a special staff of University men.

The Parents' Union School was devised in 1890 to introduce some of the advantages of school-training into home education. But the principles applied and the methods used have proved as valuable in schools as in home-teaching, and there are now many thousands of children doing the work set.

Schools and home schoolrooms generally profit by:—

- (a) A definite and progressive syllabus of work for each term for six Forms (the pupils' ages ranging from 6 to 18).
- (b) A definite number of pages set, term by term, in a good many living books of literary value.
- (c) The scholars' practice of knowing a task of several pages after a *single reading* followed by narration.

* Address: The Director, The Parents' Union School, Ambleside, West-morland, to whom all communications concerning the School should be sent.

- (d) The fact that knowledge acquired in this way is retained perfectly for months or years.
- (e) Examination papers at the end of each term.
- (f) Short hours.
- (g) No out of-school preparation (but some reading of tales, plays, etc.)
- (h) Few corrections.
- (i) Work set in nature study, handicrafts, art, music, physical exercises, etc.

Various kinds of help in the way of notes, regulations, time-tables, etc., are also of use to teachers.

Great attention is given to field work, handicrafts, art studies, and to the selection of the best books. Scholars get the habit of using books and of delighting in them, they acquire a love of nature, some manual dexterity, some ability to produce what they see with brush and charcoal, some power to appreciate art, including music, and some power of execution.

These few considerations may have weight with the Heads of schools:—

1. The more important books last for two or three years.
 2. Two-and-a-half for Form I., to three or three-and-a-half hours a day for Forms III. and IV., is ample time for the whole of the book-education; Forms V. and VI work for four to five hours.
 3. Much writing is unnecessary, because the scholars have the matter in their books and know where to find it.
 4. Classes are able to occupy themselves in study with pleasure and profit.
 5. Teachers are relieved of the exhausting drudgery of many corrections.
 6. Scholars have the afternoons free for handicrafts, nature work, walks, games, scouting, guiding, etc.
 7. The evenings are free whether at school or at home, for reading aloud (plays, novels, etc., set for the term's work are read aloud in the evening), singing, hobbies, etc.
- In Boys' Preparatory and Public Schools where the demands of Latin and Greek are paramount, the usual times for preparation may be given without hindering the P.U.S. work, because such work requires no preparation and is done at a single reading.
8. Scholars gain many intelligent interests, beget hobbies, and have leisure for them.

9. There is no cramming for the term's examination. The scholars know their work, and find it easy to answer questions set to find out what they know rather than what they do not know.

10. Pupils of any age, however taught hitherto, take up this work with avidity.

11. Boys and girls taught in this way take up preparation for public examinations, etc., with intelligence, zeal, and success; for example, they should, after two years in Form V., be able to take the Cambridge School Certificate Examination. It is well, in the interests of a liberal education, that pupils should read in the P.U.S. until they are seventeen or eighteen.

This kind of work, besides making the scholar proficient in the usual studies of the schoolroom, should and does result in his power,—

- (a) To grasp the sense of any passage some pages in length at a single reading.
- (b) To spell and express himself in writing with ease and correctness;
- (c) To give an orderly and detailed account of any matter he has read once;
- (d) To describe in writing, or orally, what he has seen, or heard from the newspapers;

in fact, to make use of, from the beginning, the natural gift of concentration.

Examination papers are sent at Christmas, Easter and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed) and a report is made upon it. For the Midsummer examination the work is not sent up; Members receive the questions set and the programmes for the following term, and report upon the examination themselves.

N.B.—Members overseas may send in papers for examination at the end of any two terms in the year.

It is allowable for schools which take up P.U.S. work to go on with their present syllabus in subjects such as scripture, languages, mathematics, handicrafts and music. But teachers may well find it advantageous to follow the programmes in these subjects also, and it is exceedingly desirable that they should do so in scripture. It is important that religious teaching should not be too hortatory, as children *must not be bored* in learning the subject which is of most moment to us all; for this reason the continual progress required by the P.U.S. together with the children's own work of narration are strongly recommended. "The

Bible is the most interesting book I know," was the remark of a little girl who had read a good many books.

Teachers sometimes suppose that it is advisable to begin with the lower Forms, and to take the more advanced work as the children in these rise in the school; that is not the case; the children in the higher Forms begin P.U.S. work in the Forms proper for their ages, quite as readily as those in the lower; no preparation is necessary; and if teachers are convinced that the P.U.S. should be of lasting benefit to their pupils, they will not allow whole Forms to pass out of their schools without this advantage.

CHILDREN OF FIVE AND UNDER.

Children of Five.—Much narration should not be required of children between five and six. They should work generally on the lines suggested in *Home Education*, Parts II., III., V. and VI., (see leaflet S).^{*} Young children should have as much out-of-door life as possible, and *Home Education* affords hints as to the work to be done out-of-doors, first Geography lessons, for example, Nature Study, Descriptions of Things Seen, Distance, Direction, Measurement, etc. Games and occupations, such as making large models in clay, raffia work, paper cutting, etc., are very important at this stage.

Infants under Five should be out-of-doors in all possible weather. They should have a moveable time-table; should count pebbles; watch, e.g., sparrows, slugs, cows. They should tell all they see. Bible talks, pictures, phonetic reading, first ideas of number, etc., may be in-door work. They should have many *Rondes*, as "There came three dukes a-riding," "Here we come gathering nuts in May" (old games for choice, *not* Kindergarten songs and games); in fact all dancing plays; they should make mud pies, play in sand heaps. Much activity, always for short periods, should be the rule, together with frequent rests, during which they should see pictures and hear tales, such as "Jack and the Bean-Stalk," "Cinderella" (see *Home Education* for details of Infant Education).

Children under six should have no examinations.

There is no training in P.N.E.U. methods except that given at the House of Education, Ambleside. (For particulars apply to the Principal, Miss E. A. Parish). A student is not qualified to pass on her training to a sister or friend, or assistant. The training is

^{*} Issued free to members of the P.N.E.U.

too strenuous to be accomplished otherwise than by two years' work at the College.

PRINCIPLES AND METHODS OF TEACHING.

The whole work of the school is based upon educational principles and cannot be carried out with success unless these principles are understood. For these and for the methods of teaching the various subjects see Miss Mason's books.—*Home Education* (5/6), *Parents and Children* (5/-), *School Education* (5/-), *Some Studies in the Formation of Character* (6/-), and *An Essay towards a Philosophy of Education* (7/6), (P.N.E.U. Office).

All books, etc., set on the programmes may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W.1.

The Organising Secretaries of the P.N.E.U. will be pleased to arrange interviews with Principals of Schools either at the Office or at the School.

[For conditions of membership, fees, etc., see leaflet D₁ (for families), D₂ (for Primary and Secondary Schools and Classes of not less than 10 children), D₃ (for Public Elementary Schools).]

PARENTS' UNION SCHOOL LEAVING CERTIFICATE.

P.U.S. LEAVING CERTIFICATE.—Girls in their eighteenth year who have done good work in the P.U.S. may claim the Leaving Certificate automatically at the end of any term. The conditions of success are:—

- (a) Full Marks in at least four subjects, not including the following:—
- (b) Pass Marks, i.e., 75% in two papers in Mathematics and the paper in English Grammar.
- (c) Pass Marks, i.e., 75% in two languages, preferably English and French.

It will be noticed that English is substituted for Latin as the second language. The requirements are:—(i.) Careful construction of sentences; (ii.) A fresh and pleasing style; (iii.) Correct punctuation and careful spelling; (iv.) Orderly paragraphing; (v.) Complete treatment (with the beginning, middle and end) of several themes throughout the papers.

The *Pass* in English will be denoted by the Examiner's *remarks* (not by marks), because the whole set of papers will be considered.

A pass in Latin in addition to English and French as well as a pass in the advanced work in Mathematics will secure an "Honours" Certificate.

CAMBRIDGE SCHOOL CERTIFICATE.

The Cambridge School Certificate Examination, if passed with credit in four subjects (including Latin), gives exemption from the Cambridge Previous Examination and the Oxford Responsions; if in five subjects (including Mathematics), it gives exemption from the London Matriculation, and if in five subjects (including Latin or Mathematics), from the Matriculation Examinations of other Universities, English and Scottish; it is also recognised by the Board of Education. It can be taken "overseas."

Girls who work for six consecutive terms in Form V. cover the necessary ground for the School Certificate Examination, provided that they have taken the following subjects: (1) Religious Knowledge; (2) English; (3) History of England; (4) Latin; (5) French; (6) Elementary Mathematics; *or*, (6) Botany, *or*, (6) Geography and Arithmetic. P.U.S. candidates are advised to take (7) Botany in any case, and to add if possible, (8) Art; *or*, (8) Music, as the work in eight subjects can be counted towards the Certificate as a whole.

Each year the special work in Religious Knowledge and English is set on the Form V. Programme during the first six months, and the special Latin book starts in the September of the previous year, so that candidates may take the examination either in July or December of any year.

It is hoped that the Heads of P.N.E.U. Schools preparing candidates for the C.S.C. will allow the full programmes to be taken until the last *three* terms before the examination. It takes six terms to cover the C.S.C. work in all the above subjects. During the last three terms it may be necessary to give all the language time to Latin and French, but it will be well to continue the work in European History, Citizenship, Empire History (see Geography) till the last term, as these subjects all bear upon English History: in Science, Astronomy might be continued in addition to Botany.

Any questions about the Cambridge School Certificate Examination and the Parents' Union School should be addressed to the Director, The Parents' Union School, Ambleside, Westmorland. The Examination Regulations should be obtained from N. Williams, Esq., Syndicate Buildings, Cambridge.

The Parents' Union School Leaving Certificate has no connection with this Examination.

HOME SCHOOLROOMS.

DI.

The Parents' Union School issues a common curriculum for children working in Home School-rooms, as well as for all kinds of Schools, Secondary and Elementary, Public and Private.

"Preliminary questions," framed to ascertain the physical and mental developments as well as the attainments of each child are sent to members. Upon the answers to these the children are classified, and a programme of work for a term is sent for the Form in which a child may be placed, together with *Time-Tables, Regulations, Notes and Rules.*

Children are admitted to the School at six years of age, or, for a preliminary term, at five-and-a-half; they may be entered at any time of the year. A special leaflet (S) is issued to members of the P.N.E.U. for children under school age in preparation for the work in the lowest form.

At the end of a term each child is tested by an examination. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the optional Midsummer examination the work is not sent up, but the parents send their report upon the oral and written work.

OVERSEAS: Members overseas (except in Europe where the post takes only a few days) work a term behind in order that the books may be duly ordered from England, and may send up examination papers for any two terms out of the three in a year. Papers arriving between December and June, are examined at once; between June and December, reports are delayed.

FEEs (made payable to "The Director P.U.S." and addressed to the Parents' Union School, Ambleside, Westmorland):

Two Guineas a year for (a) a family of one or more children under 10; or,
(b) one child between 10 and 12.

Three Guineas a year for (a) a family including one child over 10; or,
(b) one girl of 12 or over.

Four Guineas a year for a family where more than one child is over 10.

N.B. 1. Where children of different families work together each family must pay a separate fee.

N.B. 2. It is increasingly common for a few families to combine and form a class or a small school. (For fees, for a class of not less than 10 children, see leaflet D₂).

The Members of the Parents' Union School must be the parents or guardians of the children entered. They must belong to the P.N.E.U.: subscription 15/6 a year, to include the Parents' Review, payable to the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.1.

H. RULES AND THE KEEPING OF A LOG BOOK.

1. The time-tables are to be hung up in the school-room.
2. The children are to take it in turns to be school-room monitor for the week.
3. The monitor is to go in 5 minutes before the rest, and place all in readiness.
4. Change of lessons is to be instantaneous (marked by whistle or light touch on spring bell).
5. The monitor is to have 5 minutes at the end of morning school to put all away.
6. The school-room is to be kept neat.
7. Bad postures are to be corrected.
8. Excuses are not to be allowed.
9. Careless work is not to be allowed.

Log-Book.*

Keep a log.

Enter *any* deviation from the time-table.

Enter, day by day, each child's *successful* work, thus:

Wed., Dec. 3rd.				
Geog.	.....	L.	.....	M. C.
Scrip.	.....	—	.....	M. —
Arith.	.....	L.4	.....	— .... C.2. etc.

The log should be dated, and subjects entered in advance. The child's initials, only, to be added after each lesson. L.M.C. means that Lucy, Mary, Charles have done good work. L.4 that Lucy has done four sums, C.2. that Charles has done two.

An exercise book with about 100 pages would do for the term.

* This must not be confused with the official log-book kept in Public Elementary Schools.

Successful Work.

(1) *Copy-books*.—The letter for the day's work (*The New Handwriting*), perfect; the rest, neat and careful: no blots, smudges or mistakes.

(2) *Arithmetic*.—Number of right sums (first time) after the pupil's initials.

(3) *Dictation*.—Well-written, neat, and with not more than two errors.

(4) *Scrip., Hist., Nat. Hist., etc.*—Child able to tell the tale or incident in a few words, putting things in right order, and leaving out nothing. Older pupils—write a good report.

(5) *French, Latin, German, Recitations, etc.*—Perfect repetition of the lesson; and so with other subjects.

The log-book should not be used as a spur; it is simply a record.

Any loss of time in beginning or ending a lesson must be entered.

'M' after a child's initial, shows that Monitor's duties are well done for the day.

The Mother's (or, in the case of a School, the Head's) *report* on the log-book, showing whether each child is working well, is entered on the Parents' Report at the end of the term.

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F.

ENTRANCE FORM FOR HOME SCHOOLROOMS.

State respecting each pupil:—

1. Baptismal name, *surname*, date of birth, and *permanent* address.

2. Height, weight, chest-girth (measuring tape to pass round body over nipples).

3. Give pencil drawing of hand (carry pencil round hand laid on sheet of paper, palm down, fingers slightly extended). Indicate shape of finger nails.

4. Does—sleep well, eat well, play vigorously, love to be out of doors?

5. Is his chest well expanded, his head well carried? or does he poke or stoop, or sit with rounded shoulders? Is he light and active in his movements?

6. Is his sight perfect? If not, what is the defect? Are his teeth sound?

7. Describe, very shortly, his countenance, colouring, features, the shape of his head.

8. Test his power of attention, his memory, and his accuracy, by requiring him to say, after once hearing:—

“Down from the stars sailed the wooden shoe,
Bringing the fishermen home.”

or some similar couplet which he does not know. Try him again in an hour. Result?

9. Test his powers of observation by requiring him, without preparation, to name things he has seen in his walk. Result?

10. What are his special interests, his favourite lessons, stories, games, amusements?

11. Has he any knowledge of birds, flowers, stones, constellations, etc.? What natural features—mountains, rivers, etc., does he know?

12. Send specimens of his writing or printing; specimens of his sums (in each rule he knows), or careful statements as to the numbers he can add, subtract, etc., with or without objects.

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13. Examine him in each subject he has been learning during the last few months, and state approximately what he knows in each.*

14. Send some evidence, in the shape of an answer to a question, of his knowledge in each subject. Send specimens of his drawing, dictation, copy-book writing, composition, etc. (Postage should be sent if these are to be returned).

15. Can he read? If so, and if he is a beginner, send a passage he has read for the first time, marking the words he stumbles over.

16. To which branch of the P.N.E.U. if any, do you belong?

Kindly use discretion in answering the questions given above; some of them apply only to little children now beginning to work. Answers to be sent to the Director, Parents' Union School, Ambleside, Westmorland, marked on the outside cover "*Answers to Form F.*"

The above questions furnish the sort of information that a teacher would consider in placing a child.

* This question should be answered carefully, and in detail, especially in the case of older pupils, the less suitable questions need not be answered for these.

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D.2.

SECONDARY SCHOOLS.

The Parents' Union School issues a common curriculum for all kinds of Schools, Secondary and Elementary, Public and Private, as well as for children in Home School-rooms.

Further, the P.U.S. affords that cohesion and common aim for Schools which they have sought, for instance, through the Universities' Local Examinations. These examinations affect only special pupils in most schools, whereas every child in every Form receives fresh impulse from the P.U.S.

Boys' Preparatory Schools.

These schools are seriously handicapped by the necessity of fitting their pupils for the Entrance Examinations of Public Schools. Headmasters however find that the History, Literature, Science and Art Work of the P.U.S. in which no preparation is required and knowledge is ensured, secure a sound foundation in these subjects without encroaching on the time already given to classical and mathematical work.

Boys' Public Schools.

Headmasters would find that what is true of Preparatory Schools is true of Public Schools and they would have the satisfaction of sending out a "reading man" in every boy who leaves, and with no sacrifice of time, because the periods already set apart for English, etc., would enable much ground to be covered.

Girls' Public and High Schools.

The same applies to these schools and to all other Secondary Schools for girls and boys.

Schools are qualified to use the Parents' Union School curriculum upon the following conditions:—

- i. That the programmes shall be worked out in as many subjects as possible, including the historical, literary, scientific and art subjects, throughout the School. The work may be reduced if necessary in the Vth and VIth Forms of Public Schools. The forms into which a given School is divided usually fit in with those of the P.U.S.

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- ii. That the proportion of time given to each subject (see (i) above) shall be *not greater nor less* than that stated in the Time-tables.*
- iii. That each pupil shall have, and read for himself, *his own books*, as set in his programme. N.B.—The more important books last for 2 or 3 years.
- iv. That one set of answers to examination papers from each Form in the P.U.S. shall be submitted for a report at Christmas and Easter. *All* members of each form shall take the examinations. (See *Regulations*).

Teachers are earnestly advised not to try the Method with old specimen programmes. By doing so, they would work behind the rest of the P.U.S., and would not be able to follow the current programmes nor take the examinations which are an essential part of the Method. It is disastrous for any school to pick a few books from old programmes and attempt to work with them. The attempt would fail because, simple as the regulations of the P.U.S. are, each of them is *essential*, and a school in which the examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present following.

Before a school enters the P.U.S., it is hoped that the Head of the School will have made some study of Miss Mason's books, and will arrange to meet one of the official visitors, preferably at the school itself; in the case of schools in distant parts of the world, that the Head will write very fully to the Director, and will give such assurances as are required.

CONDITIONS OF MEMBERSHIP.

- I. All schools following the Parents' Union School programmes must be open to inspection by official visitors.
- II. A school can only be placed on the published list of P.N.E.U. Schools if it fulfils the following conditions:
- (a) That the Principal and Staff are familiar with Miss Mason's books, and, (b), that they are therefore able to carry out the programmes with some knowledge of the underlying principles.
 - That the school has worked in the P.U.S. for at least one year, and has sent in satisfactory examination papers at the end of each of two terms.

* It is found that pupils giving *full* attention need (i) less time than is usually given in schools, (ii) no revision.

- iii. That in respect of its general conditions, character and atmosphere the school has satisfied the official visitors appointed by the Committee.

Only such schools may call themselves "P.N.E.U. schools," or use the P.U.S. colours.

- III. The name of any school may be removed from the published list unless such a school continues to satisfy, in respect of of the above conditions, the P.U.S. Examiners, and the official visitors who will revisit it from time to time.

- IV. i. A School which takes three-fourths or more of the subjects set in the Programmes of *not less than four Forms*, and fulfils the above conditions, is a "P.N.E.U. School."

- ii. A School (for children under 11 years of age) *in which only the work of Forms I. and II. is taken*, and which fulfils the above conditions, is a "P.N.E.U. School (Primary)."

- iii. Ex-Students of the House of Education may notify the fact thus: "P.N.E.U. School. Principal: Miss (House of Education, Ambleside.)"

The Committee of the P.N.E.U. take no responsibility with regard to these Schools, beyond accepting the assurance that they work in the Parents' Union School; but prospectuses may be sent to the Secretary, who will arrange for them to be seen by those who enquire at the P.N.E.U. Office.

Annual Fees (payable in advance by the Heads of Schools to "the Secretary of the P.N.E.U.," 26, Victoria Street, S.W.1):—

	£	s.	d.
For Forms I.-VI. (ages 6-18)	4	4	0
I.-III. (ages 6-13)	3	3	0
I.-II. (ages 6-11)	2	2	0

Heads of Schools must be members of the P.N.E.U.; subscription 15/6, to include the *Parents' Review*.

P.U.S. Membership for Children attending P.N.E.U. Schools.

This special membership has been arranged at the request of Heads of Schools in order to give parents a fuller insight into their children's work and bring about greater co-operation between home and school. Particulars of the children are sent to Ambleside as for home schoolroom members; their names are entered in the

register, and a record of their work is kept. The parents receive through the school the programmes and examination papers three times a year and a report from Ambleside upon the work twice a year.

Fees, payable to the Head of the School, 10/6 a year for each child. *These fees are forwarded once a year by the Head of the School to the Director, The Parents' Union School, Ambleside, Westmorland.*

Schools and classes of not less than 10 children may be admitted at any time.

All letters concerning the School and the Programmes should be sent to The Director, The Parents' Union School, Ambleside.

F.I.

ADMISSION FORM FOR SECONDARY SCHOOLS.

Name of School..... In..... Co.....

I desire to introduce the P.N.E.U. Method into my School and to be entered on the P.U.S. Registers, in order that I may receive the proper Programmes and Examination Papers term by term. I shall send the required test papers (and only those) to Ambleside after the Easter and Christmas examinations unless prevented by some serious difficulty, when a report will be sent.

My School consists ofBoysGirls.

These are divided into:

			NUMBER	
			BOYS.	GIRLS.
Form I. (A & B) P.U.S.	(Ages 6-9)	.....	.....	.....
II. (A & B)	,, (,, 9-11)	.....	.....	.....
,, III. (A & B)	,, (,, 11-13)	.....	.....	.....
,, IV. (A & B)	,, (,, 13-15)	.....	.....	.....
,, V.	,, (,, 15-17)	.....	.....	.....
,, VI.	,, (,, 17-18)	.....	.....	.....
Total			.....	.....

I have studied the following books by Miss C. M. Mason:

.....

(Signed)..... { Master*
 Head or
 Mistress.

(Date).....19

N.B.—Please return or acknowledge receipt of this form within a week.

Address: THE DIRECTOR,
 THE PARENTS' UNION SCHOOL, AMBLESIDE, WESTMORLAND.

* One of these should be crossed out.

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D.3.

PUBLIC ELEMENTARY SCHOOLS.

The Parents' Union School issues a common curriculum for all classes of Schools, Elementary and Secondary, Public and Private, as well as for children in Home School-rooms.

The Heads of *Public Elementary Schools* are urged to take up this work for the advantage of the scholars and the satisfaction of the teachers, and with a view to the well-being of the nation. Experiments prove that the scheme works remarkably well in such schools. *No fees are required.*

The Head Teachers of public Elementary Schools may become members of the P.N.E.U.; Subscription, 7/6 including the *Parents' Review*; but this is optional.

Elementary Schools are qualified to use the Parents' Union School Curriculum upon the following *Conditions*:—

- i. That the programmes shall be worked out in as many subjects as possible, *including all the historical, literary, scientific and art subjects*, throughout the School.
- ii. That the *amount* of time for each subject shall be *not more nor less* than that stated in the Time-tables.
- iii. That each pupil shall have, and read for himself, *his own books*, as set in his programme.
- iv. That sets of answers shall be submitted for examination at the usual times; one set for each of the P.U.S. Forms. That *all* the members of each Form take the examinations. (See *Regulations*.)

The *Fresh Programme* every term does not mean that the books are renewed each term: most of them take three years to read, so that teachers can easily estimate the work for one year or for two from the current term's programme by adding on about the same number of pages for each succeeding term. The books used for *Recitations* and *Reading*, including Plutarch's *Lives*, and the *Pictures* change each term, but are replaced by others of about the same size and price, so that the cost can readily be estimated.

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The Cost of Books is an outlay *in advance* for, say, three years; at the end of that time it will generally be found that the cost falls within the usual average for the school.

No Expense but that of books attends the introduction of this work into Elementary Schools.

The Classification of the Pupils is another matter for consideration. The seven standards of Public Elementary Schools may be easily brought into line with the first four Forms of the P.U.S. Forms VI. and V., for which a large number of books is necessary, would not often be attempted in these schools.

The following adaptation is suggested:—

Infants class	=	Form I.B	Age 6-7.
Standard I.	=	„ I.A	„ 7-8
„ II.	=	Upper I.A	„ 8-9.
„ III.	=	Form II.B	„ 9-10.
„ IV.	=	„ II.A	„ 10-11.
„ V.	=	„ III.B	„ 11-12.
„ VI.	=	„ III.A	„ 12-13.
„ VII.	=	„ IV.B.	„ 13-14.

When scholars from Elementary Schools pass on to Central Schools they should usually continue in Forms III. and IV. until they are 15. The P.U.S. Forms are graded according to the intelligence proper at a given age.

The P.U.S. Time Tables are arranged for Home School-rooms for the hours of morning school *only*. [The lighter portions of the Literature (novel, play and poems), are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons]. Elementary Schools will therefore have a wide margin for other necessary work. It is desirable that children should buy their own copies of *Scott*, for example, or *Shakespeare*—whatever may be set for *reading* and *recitations*—so that these may be read at home as well as at school.

As there is *no Home Work* in the P.U.S., children would no doubt have leisure to read some part of their volume of *Scott* or other story books at home (to their parents). Also, they should be enabled to read occasionally books of fun and adventure not set in their school work in which the literature is meant to illustrate the historical period studied. Local Authorities will no doubt usually provide the books. Such authors as Kipling, Ballantyne,

Marryat, Stevenson, Kingsley, Fennimore Cooper, "Lewis Carroll," Charlotte Yonge, Tom Hughes, Sarah Tytler, Strang, Louisa Alcott, Jules Verne, will afford stories of thrilling interest which the teacher should perhaps be able to recommend.

Teachers are earnestly advised not to try this method with old specimen programmes. By doing so, they would work behind the rest of the P.U.S., and would not be able to follow the current programmes nor take the examinations which are an essential part of the method.

No cost whatever attends the use of the current programmes, and it is disastrous for any school to pick a few books from old programmes and attempt to work with them. The attempt would fail because, simple as the Regulations of the P.U.S. are, each of them is *essential*, and a school in which the examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present working.

Head Teachers, having read one or more of Miss Mason's books, and having visited a school or schools where the programmes are in use, should apply to The Director, The Parents' Union School, Ambleside, Westmorland, for an admission form. They should also obtain the permission of their Local Education Authority, and get into touch with the Organizing Secretary of the P.N.E.U.

N.B.—All letters about the School and the Programmes should be sent to Ambleside.

P.N.E.U. ASSOCIATES

(for Parents of Children attending Public Elementary Schools working in the P.U.S.).

The Associates' Subscription is 2/6* a year, to include both heads of the household. This will be used by the P.N.E.U. Executive Committee to defray cost of magazine, pamphlets, library books, lectures, and postage.

A Group of Associates can be formed at the *request* of the Head of the School, and the membership shall be confined to the parents of that school and of any other the Head may invite.

The Hon. Secretary of the Group shall be this Head Teacher

* To be sent to the General Secretary, P.N.E.U., 26, Victoria Street, London, S.W.1., by the Head of the Group.

or anyone appointed by him or her. The arrangements shall be in the hands of the Group.

It is suggested that addresses should be arranged on "The Parents' Union School" methods and principles, on the use of books, picture talks, the training of children, their physical care, habit-formation, etc., etc. Nature rambles could also be organised. *Home Education* and other publications of the P.N.E.U. should be found useful for such talks.

The Executive Committee is prepared to send lecturers when desired.

One copy of *Home Education* will be supplied to each centre as well as such other books and pamphlets as may be found desirable.

One copy of the *The Parents' Review* for every six Associates will be sent to the Head of the Group to be circulated.

F.2.

ADMISSION FORM FOR ELEMENTARY SCHOOLS.

Name of School.....In.....Co.....
Education Authority.

I desire to introduce the P.N.E.U. Method into my School and to be entered on the P.U.S. Registers, in order that I may receive the proper Programmes and Examination Papers term by term. I shall send the required test papers (and only those) to Ambleside after the Easter and Christmas examinations unless prevented by some serious difficulty, when a report will be sent.

My School consists of.....Boys.....Girls.

	NUMBER		
	P.U.S.	Boys.	Girls.
Standards I. & II. = Form I. (A & B) 6-9 years
„ III. & IV. = „ II. (A & B) 9-11 years
„ V. & VI. = „ III. (A & B) 11-13 years
„ VII. & VIII. = „ IV. (A & B) 13-15 years
Total.....

(1) I have studied the following books by Miss C. M. Mason:

(2) I have visited.....
School where the P.U.S. programmes are in use.

(Signed).....
Head { Master*
or
Mistress.

(Date).....19

N.B.—Please return or acknowledge receipt of this Form within a week.

Address: THE DIRECTOR,
THE PARENTS' UNION SCHOOL, AMBLESIDE, WESTMORLAND.

* One of these should be crossed out.

E.

THE GROUP SYSTEM.

Extracts from letters by Mr. H. W. Household, Secretary of Education for Gloucestershire.

I.

12: II. 1921.

“The very heavy cost of equipping P.N.E.U. Schools with books has made it imperative that some means should be found of reducing the expenditure. The addition of new Schools to the long list of those now following Miss Mason's programmes would otherwise become impossible.

The problem of reducing the cost has engaged Miss Mason's attention for some time past and she has been watching the experiments which have been made in a number of our Gloucestershire Schools. As a result she has recently given the following advice to the Head Mistress of a School in Norfolk, and she was kind enough to send me a copy of the letter,—

‘I think,’ she says, ‘I see how your School might be supplied with books at a really small expense. I am sending you programmes of Form I, II. and III. (with a minimum list), which would probably cover your School. The correct thing is for each child to have a copy of each of some half-dozen books, more or less, according to the standard she is in; but where there is real difficulty about expense a little organisation will reduce the cost. For example—in Form III. (your Standards V & VI), as much of the reading is silent the class might be divided into 5 groups, each group reading a different book; in that case, the Form could be worked with 6 copies of each book, that is, the class-books might be provided for something like 3s. 6d. a head in this form. The books for the use of the teacher only (in class), cost as you will see about 2 guineas in addition (in Form II.) but all of these are permanent, while the three for literature change with the period of History being studied. The same methods of working would apply in Form II. where silent reading is done. You will see that nine of the books (in Form III) are read aloud by the teacher, so that only a single copy is necessary.’

This may seem to be a measure of enforced economy and some may for that reason dislike and resent it. I wish, therefore, to add that the experiments, which were undertaken for reasons of economy, have more than justified themselves on educational grounds.

Even in P.N.E.U. Schools there was still often over-much class reading, when the brighter children are of necessity kept back to the pace of the slower. When the class is broken up into three, four or five groups this cannot be. Nor is it any

longer possible for the teacher to intervene unduly between the child and the book.

The result obtained by the methods and the books have been surprising from the beginning; but in some of the Schools that are working on the group system they are nothing short of astounding.

As a competent judge remarked on seeing some written narration, 'Such work definitely moves forward our conception of the limits of the possible.' "

II.

15: 2. 1924.

"I find that a number of the P.N.E.U. Schools have been ordering their books from the leaflet which sets out the list of what are called the "Necessary Books." That list gives the absolute minimum without which a School cannot work. Happily we are not restricted to the minimum, and the full programme should always be consulted in ordering rather than the leaflet.

We have always considered it desirable that there should be at least as many P.N.E.U. books for each class as there are children in it, so that there may be no need to use inferior books and all the children may be able to use books that are on the programme at the same time. It is understood of course that there will not be more copies of any one book (except the Shakespeare) than will suffice for a fourth or a fifth of their number.

This group system of working (which was adopted for reasons of economy, but has proved itself to be desirable on educational grounds), cannot be followed satisfactorily without a good many more books than the "Necessary Books," particularly in the lower forms. *Without an abundance of books for the children's use the reading will deteriorate.* It is often desirable for the children to use books that the leaflet marks for the teacher. The following are all books on this term's programme that are being used, some in one School, some in another:—

Tommy Smith's Animals. Within the Deep. Pilgrim's Progress. The Age of Fable. Round the Empire. Stories from the History of Rome. The British Museum. Ourselves. The Golden Fleece. Fighting for Sea Power.

Some of the smaller Schools that have joined lately are finding difficulty in conducting Forms I. A and B and II. A and B as four separate units. It may not be wise to attempt to do

so at first. Later they will probably find that they can, because Form II. A often develop a surprising power of working by themselves.

In order to reduce the number of separate units to three or two, different Schools will make different selections according to the capacity of their children. Where the Infant Class is taking the "Tales" and English History of Form I. B—and many are doing that now and making a most successful start with written composition—the children on promotion will be ready to do most of the work of Form I. A.

There will, of course, always be some children who can get on faster than the majority of the Form. These children, if the Form I B work is being taken, can always do in addition some of the Form I A work. Or if, for example, it were thought wise to give the whole group Form II A work in certain subjects, as it might be with Citizenship in the case of Form II., the brighter group could take by themselves the Stories from the History of Rome of Form II B, which they would not otherwise see.

But though A and B books can be thus interchanged, the books for Form II. should not be used in Form I. or the books of Form III. in Form II. This was Miss Mason's own rule. She felt that the children's sense of promotion when they were "moved up" lacked something of its natural pleasure when books were forestalled in this way.

With the books that are read aloud (which vary very much in different Schools according to the capacity of the children and the confidence of the teachers) it might be well generally to take the Form A books. It would be a pity to miss *The British Museum* in Form II., and disastrous to omit the Plutarch which children so surprisingly delight in.

In Schools that are making their first beginning the work of Form III. should not be attempted. Form II. will provide ample scope for the first year.

In no circumstances whatever should the practice be adopted of allowing two children to read from a single book.

The following "time-table" may be useful as a suggestion—but only as a suggestion:—Children can begin the work of Form I B between the ages of 6 and 7. In the more progressive Schools (among which are many quite small ones) they will, as a rule, be ready for promotion to Form II. by 9 or 9½, and to Form III. two years later. It will generally be necessary to spend two years in Form III., and in most of the small Schools the work of Form IV. will probably only be attempted by exceptional children.

It may be helpful and encouraging to add that almost everywhere (probably everywhere without exception) the first term has its difficulties. The difficulties, however, disappear in the second term if, as Miss Mason used to say, we all have faith—faith in the Method and faith in the Child. Difficulties indeed are undoubtedly sometimes created by the teacher who fears (quite needlessly) that the children will not be able to do things for themselves. To those I would advise a re-reading of Chapter III. of *School Education*.

Children should not be expected to see in a book what an educated adult sees, and should not have explanations forced upon them of which they do not feel the need. They get huge enjoyment out of a play of Shakespeare if we let them take what they can, understanding perhaps less than half of it; they would only hate it if we insisted on their solving all difficulties, knowing the meanings of all words, hunting up in laborious notes all allusions. If they enjoy the Play at the age of ten, they may understand it at twenty. Examiners and lecturers and compilers of editions have too often killed enjoyment in the past, and for that there is no compensation, no atoning.

NOTE ON RURAL PUPIL-TEACHERS TAUGHT IN P.N.E.U. SCHOOLS.

It looks as though all rural Pupil-Teachers taught in P.N.E.U. Schools would before long be following the programme for Forms IV. and V. for most if not all of the necessary subjects."

H.W.H.

G. ANSWERS TO QUESTIONS ON THE WORKING OF THE PROGRAMMES.

We have received some interesting questions about the *Parents' Union School* which may be best dealt with in a general statement. The immediate object of the School is to bring good and up-to-date teaching to families whose children are taught at home. Many families, in Great Britain, in the Dominions and on the Continent, have availed themselves of the School, and most of these show very kind appreciation of our methods and their results. The percentage of idle families where the work of the School is not done thoroughly and systematically becomes smaller year by year, and nothing could be more encouraging than the difference between the sort of papers sent in, say, twenty years ago and those sent in to-day. We think we have introduced systematic and thorough work into many home school-rooms, and the boys and girls taught in this School commonly do exceptionally well if they go to other schools. The P.U.S. methods and curriculum answer fully as well in the large classes of a school as with the few pupils of the Home School-room, and parents have a wide field to choose from in the large number of excellent schools in which this work is carried on. The object of this organisation is not merely to raise the standard of work in the school-room. Our chief wish is that the pupils should find knowledge delightful in itself and for its own sake, without thought of marks, places, prizes, or other rewards; and that they should develop an intelligent curiosity about the past and present. Children respond and take to their lessons with keen pleasure if they have even tolerably good teaching; and the want of marks, companionship, or other stimulus is not felt in those home school-rooms where the interest of knowledge is allowed free play.

Certain means are adopted to secure this delight in knowledge:—

(a) For every term there is a *fresh programme*, up-to-date as regards matters of public interest and the books set. This does not mean that the books are renewed each term; most of them last three years.

(b) The children use a *little library* of lesson books of literary value and lasting interest, and we are constantly receiving letters which say how they delight in these. It is a large part of education

to handle good books, and we are sorry when we hear of parents wishing to dispose of books used in such and such a Form; those set in the School are usually of a sort to be possessions for a lifetime. We congratulate ourselves on the sympathetic and generous attitude taken up by parents in this matter of books. Very few grudge the expense, and we believe that most parents of children in the *Parents' Union School* feel that it would be better to do without many things than without the best books, various books, and fresh books for the childrens' studies. As a matter of fact, the difference between educated and uneducated people is that the former know and love books; the latter may have passed examinations.

(c) We feel it would be desirable to obviate *examination marks* altogether; but it is necessary that parents should have some means of judging whether their children are or are not making satisfactory progress, and this information is best given by means of marks which represent, not a numerical value but a remark, such as 'good,' 'fair,' 'excellent,' etc.

No class lists *in order of merit* are published or kept. The marks assigned to a scholar for any set of papers show whether he is above or below the average for his age and Form but have no relative place value. But in order that there may be no undue pressure on the part of teachers, no eagerness on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not to the best papers, but to papers showing *quite satisfactory progress* for the age and Form of the pupil.

(d) One more point comes before us from time to time. Sometimes people expect their children to *begin at the beginning* of the various books used in the respective Forms. Now the *Parents' Union School* is like all other schools in this, that it is impossible for new children when they join a Form to begin at the beginning of every subject taught in that Form; nor does it really matter. A historical or scientific subject has only a nominal beginning; the important thing is that children should grip where they alight, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards. This is not true of all subjects—Geometry, English Grammar, Latin Grammar, and Arithmetic, for example—and in these there is usually work in a lower Form on the programmes. Where this does not meet the case, parents or teachers are at liberty to set their own questions in the examination on any subject in which there is this difficulty, and to give their own marks, which are counted in the general total. By this means and by the overlapping of work in the transition from Form to Form, practical difficulties seem to be avoided, and, for a unique organisation, the School works with

great ease, thanks to the intelligent co-operation of parents and teachers. It is essential to the success of the method that children should take the terminal examinations *on the set work*.

(e) *The Classification of the Pupils* is another matter that has been brought forward. In a home school-room one governess may have to work three or four Forms. Supposing that children in Forms I., II. and III., are in the school-room, the governess will probably take II. and III. together for elementary science or nature knowledge, and for historical subjects. For arithmetic, reading, etc., the classes must work separately. Again, if a governess has Forms III., IV. and V. in her school-room, it is not desirable to work them together, but the habit of independent study is very desirable, the teacher giving direction, stimulus, examination of work, and working with one Form while the other is studying. This difficulty is not felt in schools as the classification of the P.U.S. appears to correspond with that which generally obtains.

Pupils of seventeen who have kept up to the P.U.S. standard in, say, Latin and Mathematics, should be able to take the Cambridge School Certificate Examination on the Form V. programme (see leaflet D). It is desirable for girls of eighteen who have been brought up in the *Parents' Union School* to enter the *House of Education* for two years, if they propose to take up teaching as a profession. (See Training College Prospectus, leaflet A.)

It may be asked: is it not possible to pay a fee, receive the papers of the Parents' Union curriculum and make as much or as little use of them as one thinks fit? This appears, in the face of it, an attitude justifiable from every point of view, but by admitting that position we should be doing serious harm to the cause of education and adding one more patch to a garment, already a patchwork over which most of us grieve.

Four conditions are attached to the use of the curriculum (see leaflet D2.) Great pains have been taken to secure that these conditions should press as lightly as possible upon Schools; only a single test paper from each Form working the curriculum should be sent up; it would not be possible to ask less of Schools whose Heads wish to help in a very important educational movement.

Those who do not regard education as a vital whole but as a sort of conglomerate of good ideas, good plans, traditions and experiences, do well to adopt and adapt any good ideas they come across. But our conception of education is of a vital whole, harmonious, living and effective. Therefore, every plan rises out of a principle, and each such principle is a part of a living

educational philosophy, and does not very well bear to be broken off and used by itself.

Narration, for example, which is to us no more than a simple, natural way of expression, giving the habit of clear and consecutive speech, might easily become the dead mechanical exercise which has been imported from elsewhere, *designed* to teach all sorts of things, vocabulary, composition, and so on. The use of many books, again,—one sees at once how that might become (apart from the conditions we lay down) an incentive to much cramming and over-pressure.

I.

EXAMINATION REGULATIONS.

General.

1. The Examination to occupy a full school week. The ordinary daily Time-Table to be used, each subject to be examined upon in the usual periods. The allotted time not required for any subject may be given to some other subject which requires a longer time. Work not done in the allotted time to be left. Children in Schools and Classes not able to write their own work to take longer time for the examination, if necessary.
2. Their examinations should afford moral training to the pupils, and should be conducted with absolute probity. Worry and excitement should be discouraged. Order, quietness and cheerfulness should be maintained.
3. The question *must not* be read beforehand to the pupils.
4. No lessons or other information bearing on the studies must be given to the children after the Examination Papers have been opened, and no school-book to be opened except as required in *Languages*. Any communication from friends about the answers invalidates a pupil's work.
5. Children under six must not be examined.

Written Work.

6. The Examiners of The Parents' Union School (University men) *examine upon the set questions only*. In the event of other questions being substituted (*for whatever reasons*) for those in the Examination Papers, the answers may not be sent up, but should be examined by the Parents or Teacher, who will enter the proper mark for the subject in one of the blank spaces at the foot of the Parents' Report. (See 17 below.)
7. Questions to be dictated, or written on the blackboard (singly, as required) and copied. Each question to be written above each answer. Children who cannot write easily may have the questions written for them. There is to be no speaking whilst this is being done.

8. Answers to be written on Cambridge paper (which may be obtained at the P.N.E.U. Office), and on one side of the paper only, and *all the sheets written by one scholar to be firmly fastened together with one piece of string.* Drawing paper to be cut to size. The papers of different pupils not to be fastened together.
9. In Form I.B, Mother or Teacher to write down all the answers in the child's words; Form I.A to write (first year) one answer, (second year) two or three answers altogether, the rest to be dictated; Form II.B to write one answer in each subject and dictate the rest if necessary; in Forms II.A, III., IV., V., VI., the pupils to write all their work, and in ink.
10. A separate sheet of paper to be fastened in front of each pupil's set of answers, bearing full name, age (*years and months*), Form, number of Examination, and a numbered list of *Subjects sent in for Examination.* *The list to follow the order in the Examination Papers and the papers to be arranged in the same order,* the sheets dealing with any one subject to follow each other. In the case of a school, the name of the school is to be given.
11. The Declaration Form (J) fully filled in and signed, to be attached to one set of papers.
12. Papers sent in not bearing the *Member's* name and address will not be examined, as this is the only means of identifying pupils on the Register.

Schools.

In Schools where the Forms are large, perhaps the elder scholars might help with the writing of the younger children's work.

13. The examination papers of *one pupil in each of the Forms* working in the School must be sent up, the work of a different scholar to be sent each term, and the number of pupils in each form to be stated on Form J. The examination for children who cannot write their own answers may be oral except for the test papers required.
14. No more than *one child's* set of papers to be sent up from each of the P.U.S. Forms I-VI, (N.B.—Either A or B in Forms I-IV., alternately, at Christmas and Easter). **In form IB an oral examination and a report is sufficient**, but papers should be sent up from IB if there is no IA. work. There may be two divisions in Form IA. (IA, and Upper IA.), which should send up papers in turns.

Oral Examination.

TO BE ENTERED ON THE PARENTS' (OR HEAD TEACHERS'*) REPORT.

15. Recitations and songs to be heard by the Father, when convenient, he giving a mark for each piece.
16. When selections have to be made, the Father to select if possible.
17. A Report is sent to be filled up by the *Parents* for all those subjects in which they examine or inspect the work of the term. The total of the marks to be added up. A report on the term's log-book to be added. Names, *in full*, ages (*years and months*), and Forms to appear on the Parents' Report, *and the Report to be fastened in front of one set of the Examination Papers.*

N.B. 1.—Where different families work together, a separate Parents' Report to be sent for each family.

N.B. 2.—Schools to enter all the names, etc., of children sending representative papers on one form.

N.B. 3.—Children working in schools as special members of the P.U.S. to have a *separate* Parents' or Teacher's Report.

METHODS OF MARKING.

18. To arrive at the maximum of 100, it is well to fix on a given highest mark, say 5 or 10, or 50 for each Exercise-book, Song, Recitation, etc. Suppose *each* Song, for example, gain this highest mark, the maximum of 100 may be entered in the Report.
19. Scale of marks to be followed in all subjects: the marks have no numerical value *but only represent a remark.*

Highest Marks, in each subject	100.
Fairly Good Marks	75.
Fair Average Marks	65.
Below the Average	50 and under.

20. For Nature Note-Books, Century Books, etc., the marks should show whether work is incomplete, and not neat, or is good and well arranged. Similar marks to be given for Needlework and other Handicrafts. Needlework to be reported on by the Mother; other subjects to be reported on by the Father or outside friend. The maximum of 100 signifies that work is thoroughly well done.
21. The Copy-books, Drawings, etc., of the term to be inspected by the Father or Head Teacher, who will give marks for each Writing-book according as it is neat, clear, and well written, and for each Drawing book, or single Drawing, according to the correctness and spirit of the work.

* This Report is desirable also in the case of Schools.

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The Examination Papers at Christmas and Easter only (overseas members see below) to be posted to THE DIRECTOR, THE PARENTS' UNION SCHOOL, AMBLESIDE, WEST-MORLAND. All papers to be packed flat. Cover to bear number of Examination and the Forms sent in, e.g., "Examination 129: Forms I.A, II.B, IV., V."

N.B.1.—The papers will not be returned unless a sufficiently strong, large, stamped and addressed envelope or cover - ing be sent with the Examination Papers. This should not be the covering paper readdressed on the reverse side. No letters or cheques may be sent in the package. Parents' Reports, Form, "J," loose sheets, etc., sent in later cannot be added.

N.B.2.—The examination of the papers with the signing, and entry of reports, takes at least seven weeks.

The Parents' Report on the Christmas and Easter Examinations will be returned with the Examiner's Report after the necessary entries have been made in the School Ledgers.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their *reports only*. No work is to be sent up. This examination is optional.

Date of Examinations.

So much confusion has arisen from the effort to adjust the Examination to the varying date of Easter, that the following plan has been adopted:—

Easter Examinations are sent out on the Saturday fortnight before Easter Eve, unless Easter falls exceptionally early.

Summer Examinations are sent out on the Second Saturday in July.

Christmas Examinations are sent out on the Saturday which falls a fortnight before Christmas week.

The exact date is always announced in the *Parents' Review* under *Our Work*.

At least ten weeks' work should have been done on the programmes before the Examination.

Members Overseas.

Examination Papers, etc., for overseas members (who work a term behind those in England) are posted, with the Programmes, in a sealed envelope to be kept till the examination day. Papers may be sent in for examination at the end of any two terms in the year, and should reach Ambleside between December and June. Those received between June and November will be held over till the next examination.

J.

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Form to be signed by the Parent or Teacher conducting the Examination and fastened to the Papers.

I hereby Certify that these Papers have been worked in accordance with Regulations 3 and 4, are free from infection, and are the unaided and uncorrected work of

Form.	Name.	Number working in the Form.
I.B.		
I.A.		
II.B.		
II.A.		
III.B.		
III.A.		
IV.B.		
IV.A.		
V.		
VI.		

Signed

Name and Address of
(a) Family
or (b) School

.....
.....

N.B. 1.—Any change of Address should be notified and the name of the Member must appear.

2.—The Head Teachers of Public Elementary Schools are particularly requested to notify any change of appointment.

Are these Papers to be returned? If so, enclose special P.U.S. envelopes (from P.N.E.U. Office), which must be fully Stamped. Envelopes should be marked: "Examinations from Forms, e.g., I.A, II., III., V." Work from schools and classes should be sent in parcels containing stamped and addressed return cover.

K.

ANALYSIS OF TIME TABLES.

FORMS VI. and V. (Periods of 30—45 mins.)

	hrs.	min.
English (including History, Grammar, Literature, Economics, etc.)	8.	10
Mathematics	3.	0
Science	4.	10
Languages	6.	10
Drill, etc.	2.	30
	24.	0

FORMS IV. and III. (Periods of 20—45 mins.)

English	8.	15
Mathematics	3.	0
Science	3.	20
Languages	4.	55
Drill, etc.	3.	0
	22.	30

FORM II. (A. and B.) (Periods 20—30 mins.)

English A	7.	20
B.	8.	50
Mathematics, A	3.	0
B	2.	30
Science	2.	10
Languages, A	2.	30
B	1.	30
Drill, etc.	3.	0
	18.	0

FORM I. (A. and B.) (Periods 10—20 mins.)

English	6.	20
Arithmetic	1.	50
Science	1.	10
French	.40	
Handicrafts	2.	0
Drill, etc.	3.	0
	15.	0

N.B. 1. The lighter portions of the Literature (novel, play and poems), are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

2. Less time may be given if desired in any Form to Science and Modern Languages and more to Classics and Mathematics. The English Periods may not be altered.

TIME TABLE.

FORM I. (A & B).

	M	T.	W.	Th.	F.	S.
9-0-9-20	Old Testament	New Testament	History	Old Testament	New Testament	Week's Work
9-20-9-40	Geography	Natural History	Reading	Reading	Reading	A History B Reading
9-40-9-50	Repetition Bible	Repetition Poem	Repetition Bible	Number	Repetition Hymn	Writing
9-50-10-0	French	Writing	French	French	Picture Study	French
10-0-10-20	Number	Handicrafts	Number	Handicrafts	Number	Handicrafts
10-20-10-35	Drill	Singing	Drill	French Song	Drill	Singing
10-35-10-50	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill
10-50-11-10	Tales	Number	Geography	Tales	Natural History	Number
11-10-11-20	Writing	Drawing	Handicrafts	Brush-Drawing	Handicrafts	Brush-Drawing
11-20-11-30	Reading	Reading	Writing	Writing	Writing	Reading

N.B.—No "Home work," "Narration" (oral) at the end of each lesson: in Upper IA an occasional written narration.

TIME TABLE.

FORM II. (A & B).

	M.	T.	W.	Th.	F.	S.
9-0-9-20	Old Testament	New Testament	Citizenship	Old Testament	Picture Study	New Testament
9-20-9-50	Arithmetic (oral and written)	Arithmetic (oral and written)	A Arithmetic B Dictation and Transcription	Arithmetic (oral and written)	Arithmetic (oral and written)	Arithmetic (oral and written)
9-50-10-20	Dictation and Writing	English Grammar	Natural History	French History, etc.	A Plutarch's Lives B Stories from Rome	A Latin B Dictation and Writing
10-20-10-50	Drill and Play	English Song and Play	Drill and Play	French Song and Play	Drill and Play	Singing and Play
10-50-11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	Map of the World	Repetition Bible (N.T.)	Repetition Week's Work
11-0-11-30	Geography	English History	Geography	Analysis and Parsing	Natural History	A General His- B History [story]
11-30-12-0	French	A Latin B Dictation and Writing	Reading	French	Dictation and Writing	French

N.B.—No "Home Work," "Narration" (oral or written) at the end of each lesson. Form II.A. two reports at the end of two lessons each day (10 min.) II.B. one. For afternoon work see General Notes on the Programme.

TIME TABLE.

FORM III. (A & B).

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	Natural History	Old Testament	Picture Study	New Testament
9-20—9-50	Arithmetic (oral and written)	Geometry or Arithmetic	Citizenship	Arithmetic (oral and written)	A Geometry B Dictation	Arithmetic (oral and written)
9-50—10-20	Dictation and Writing	English Grammar	Algebra	General History	Plutarch's Lives	Latin
10-20—10-50	Drill and Play	English Song and Play	Play and Drill	French Song and Play	Drill and Play	Singing and Play
10-50—11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	A Repetition Latin B. Map of the World	Repetition Bible (N.T.)	Repetition Week's Work
11-0—11-30	Geography	English History	Geography	Analysis and Parsing	Botany	General History
11-30—12-15	French	Latin	Literature	French	A Italian or German B Arithmetic	French
12-15—12-45	A Reading	A General Science	A Italian or German	A Dictation and Writing	A Composition	A Geography

N.B.—No "Home Work." "Narration" (oral or written) at the end of each lesson. At least two written narrations each day. B Works till 12 noon only. For afternoon work see General Notes on the Programme.

TIME TABLE.

FORM IV. (A & B).

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	Physiology and Hygiene	Old Testament	Picture Study & Architecture.	New Testament
9-20—9-50	Arithmetic (oral & written)	Geometry or Arithmetic	Citizenship	Arithmetic (oral & written)	Geometry	Arithmetic (oral and written)
9-50—10-20	Dictation and Writing	English Grammar	Algebra	General History	Plutarch's Lives	Latin
10-20—10-50	Drill and Play	English Song and Play	Play and Drill	French Song and Play	Drill and Play	Singing and Play
10-50—11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	Repetition Latin	Repetition Bible (N.T.)	Repetition Week's Work
11-0—11-30	Geography	English History	Geography	Analysis and Parsing	Natural History	General History
11-30—12-15	French	Latin	Literature	French	Italian or German	French
12-15—12-45	Reading	General Science	Italian or German	Botany	Composition	Geography

No "Home Work." "Narration" (oral or written) at the end of each lesson. At least two written narrations each day. For afternoon work see General Notes on the Programme.

	M.	T.	W.	Th.	F.	S.
9-0—9-30	Old Testament	New Testament	Algebra	Old Testament	New Testament	Physical Geography
9-30—10-0	Arithmetic	Geometry	French	Arithmetic	Geometry	Algebra
10-0—10-25	General Science	Literature	Composition	Astronomy	Every-Day Morals and Economics	French
10-25—10-50	Drill Singing	Drill Singing	Drill Singing	Drill Singing	Drill Singing	Drill Singing
10-50—11-30	Literature	English History	Geography	English History	Grammar	Biology or Botany
11-30—12-15	Biology or Botany	Latin	General History	Every-Day Morals and Economics	Geography	Grammar
12-15—1-0	French	German or Italian	Latin	French	German or Italian	Latin

For afternoon work see General Notes on the Programme.

Specimen Programmes of a Term's Work in all Forms.

Teachers are earnestly advised not to take up P.U.S. work on these "Specimen" Programmes. The success of the P.U.S. depends upon following the current work and taking the current examinations and to begin work on a set of old programmes would make this practically impossible.

The Programmes must be used in conjunction with Home Education, Parents and Children, School Education, etc.

FORM I. (A. and B.)

(Ages 6—9).

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B

I. Suitable stories from *Genesis*, chapters 1-15 inclusive. (See Paterson Smyth.)

Beginners: Teacher may use *Bible Stories for My Grandchildren*, by "Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Mark's Gospel*, chapters 9 (verse 14) to 10, and 14-16 inclusive.

Teacher may study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-) lesson 1-8., inclusive (omitting questions), in order to bring the passages home to the children; Commentary on *St. Mark*, by Bishop Walsham How (S.P.C.K., 9d.).

Teacher will find the following books useful for personal study: *The Little Bible* (Oxford Press, 2/6, see Appendix for Teachers and Parents). *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-).

Prayers, Hymns, etc.

The Children's Kingdom (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (S.P.C.K., 9d.). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music, 3/-; words only, 6d.) or *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-, or, Nelson, 1/3), pp. 219-299. *The Story of Stanley* (Nelson, 1/6).
 B Mrs. Gatty's *Parables from Nature* (Dent, 2/-) or *The Childs' Book of Saints*, by William Canton (Dent, 2/-).

A & B *Chopsticks*, by F. I. Codrington (S.P.C.K., 2/6) pp. 77-154.

Sunday Occupations:

- A & B *The Treasure Ship Sails East*, (S.C.M., 3/6) for stories, games and occupations.